

Assessing ELA Curriculum Shifts: A Practical Guide for Measurement and Progress Monitoring

February 13, 2025



Welcome!

As you are joining us, please feel free to share in the chat...

- Name
- Pronouns
- Role
- How would you measure if you had a good day?

A few reminders...



CHAT your reactions/comments/thoughts/questions



This session is recorded



Please remain muted unless invited to unmute



RPPL is expanding our network!

We're accepting applications for researchers and organizations to be part of our network dedicated to improving PL for educators.

Researchers: RPPL is formalizing a research arm of our network. If you have experience in PL research aligned with [RPPL's Learning Agenda](#), and are affiliated with a university, PL organization, research organization, or school district, apply to become a RPPL Research Affiliate!

Organizations: If you're committed to strengthening PL program design, results, and efficacy, we want to collaborate with you! RPPL is building the infrastructure for sustained learning in the teacher PL ecosystem. Apply to become an Affiliate!

Applications close March 7!

Learn more & apply at:

rpplpartnership.org/how-to-join/

Today's Presenters

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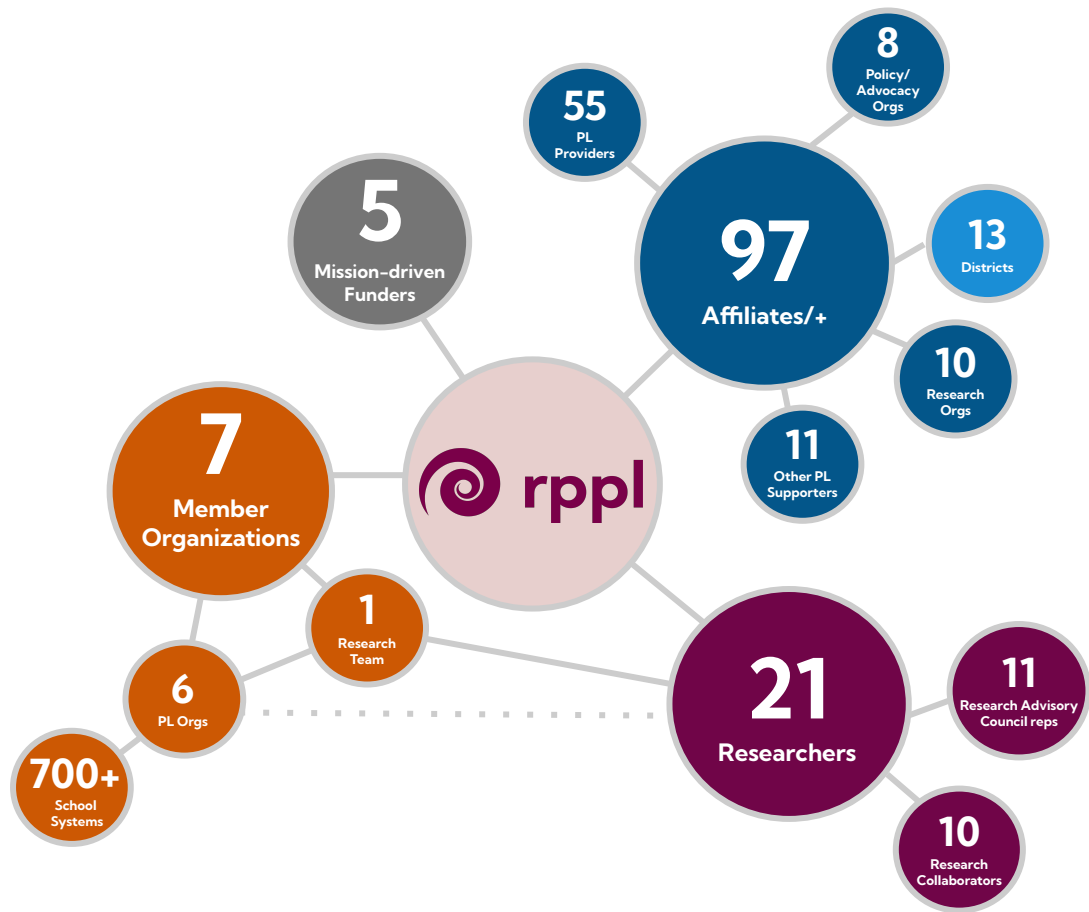
Project Manager
RPPL

Today's Agenda

Introductions	5 min
Origins of the Measurement Work	10 min
ELA Measurement Toolkit + Use Cases	20 min
Breakouts & Discussions	20 min
Closing	5 min

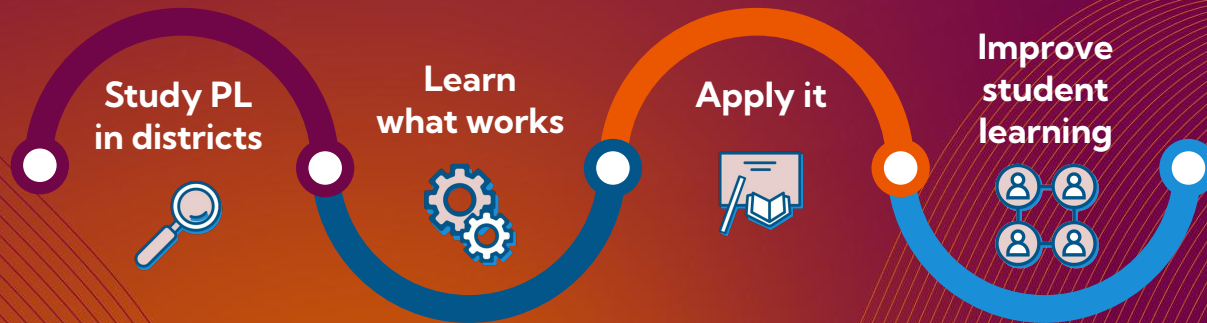
RPPL is leading as a standard-bearer for the PL field through its role as both a **research practice partnership and convener.**

It's the only organization of its kind bringing together 130+ PL organizations, researchers, school system leaders, funders, and those impacted by PL to improve it at scale.



RPPL's original defining question:

What if the providers delivering PL in districts across the country could turn themselves into laboratories through **sustained research-practice partnerships** to better study what PL design features work, for whom, and under what conditions, to **improve educational outcomes** for historically marginalized students?





Many members
means many
measures across
many studies
and contexts...

...which makes
synthesis
challenging

Difficult to:

- Run the same study across contexts and look at heterogenous effects
- Use highly localized measures to interpret whether findings apply to another context
- Separate differences in the PL/intervention and differences in measurement in meta-analyses

We need better measures and systems to:

- Know if *and* how PL services are working, including for whom and under what conditions
- Identify what can be done to improve PL services

RPPL's Shared Measurement Work



Vision

- Common measurement system across PL providers *and* PL studies



Phase 1: Consensus Building

- RPPL + 6 PL organizations collectively agree on a common set of ELA sub-constructs and measurement tools



Phase 2: Implementation Pilot

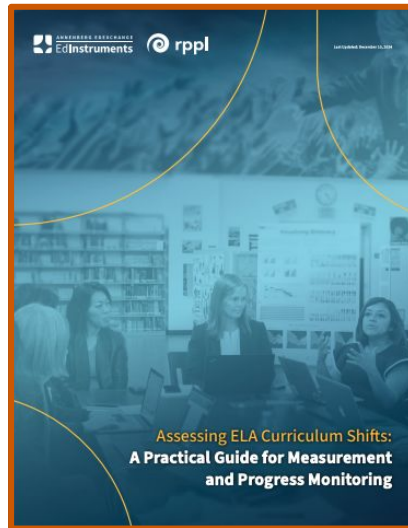
- Collect coherent data across context and geography at district sites; Address measurement gaps

Organizations anchoring this work

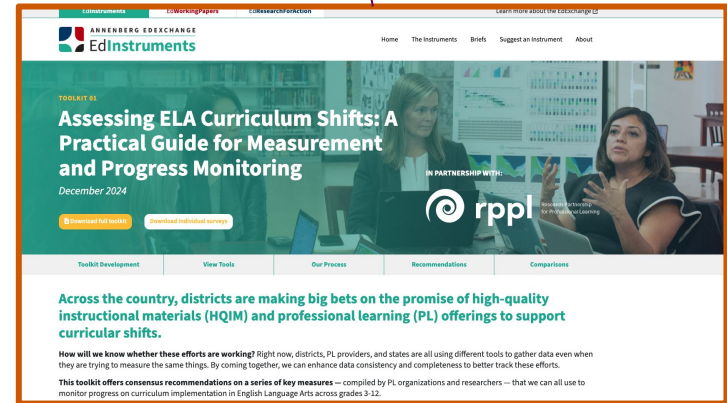


Together, we developed the 'Assessing ELA Curriculum Shifts' toolkit that provides consensus recommendations on a series of key measures that we can all use together to track progress on curriculum implementation in English Language Arts across grades 3-12.

ELA Measurement Toolkit



Toolkit Landing Page



Toolkit Workbook

Phase 1:

Where we are so far

1

Identified areas of focus

- Dimensions, constructs, sub-constructs
- Relationships across constructs

2

Scanned for possible measurement tools

- Research-validated instruments
- Tools used by practice-based organizations

3

Built a short list

- Screened for relevance, quality, feasibility

4

Finalized a pilot toolkit

- Selected tools based on coherence and use cases

SCHOOL & SYSTEM CONDITIONS

PROFESSIONAL LEARNING

INSTRUCTIONAL PRACTICE

TEACHER BELIEFS & MINDSETS

STUDENT SOCIAL-EMOTIONAL OUTCOMES

STUDENT ACADEMIC OUTCOMES



SCHOOL & SYSTEM CONDITIONS

HQIM implementation is supported by and integrated with existing infrastructure

PROFESSIONAL LEARNING

INSTRUCTIONAL PRACTICE

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STUDENT SOCIAL-EMOTIONAL OUTCOMES

STUDENT ACADEMIC OUTCOMES

SCHOOL & SYSTEM CONDITIONS: HQIM implementation is supported by and integrated with existing infrastructure

- A. HQIM is coherent with other systems and instructional vision for student success and equity
- B. Foundational structures for equitable HQIM adoption and implementation are in place

PROFESSIONAL LEARNING: PL engages teachers in opportunities to build core skills for implementing HQIM

INSTRUCTIONAL PRACTICE: Teachers implement HQIM with integrity while adapting to their students' needs and identities

TEACHER BELIEFS & MINDSETS: Teachers see adapting HQIM for students' needs & identities in ways that maintain integrity as a core part of their role

STUDENT SOCIAL-EMOTIONAL OUTCOMES: Students have positive learning experiences

STUDENT ACADEMIC OUTCOMES: Students master grade-level content



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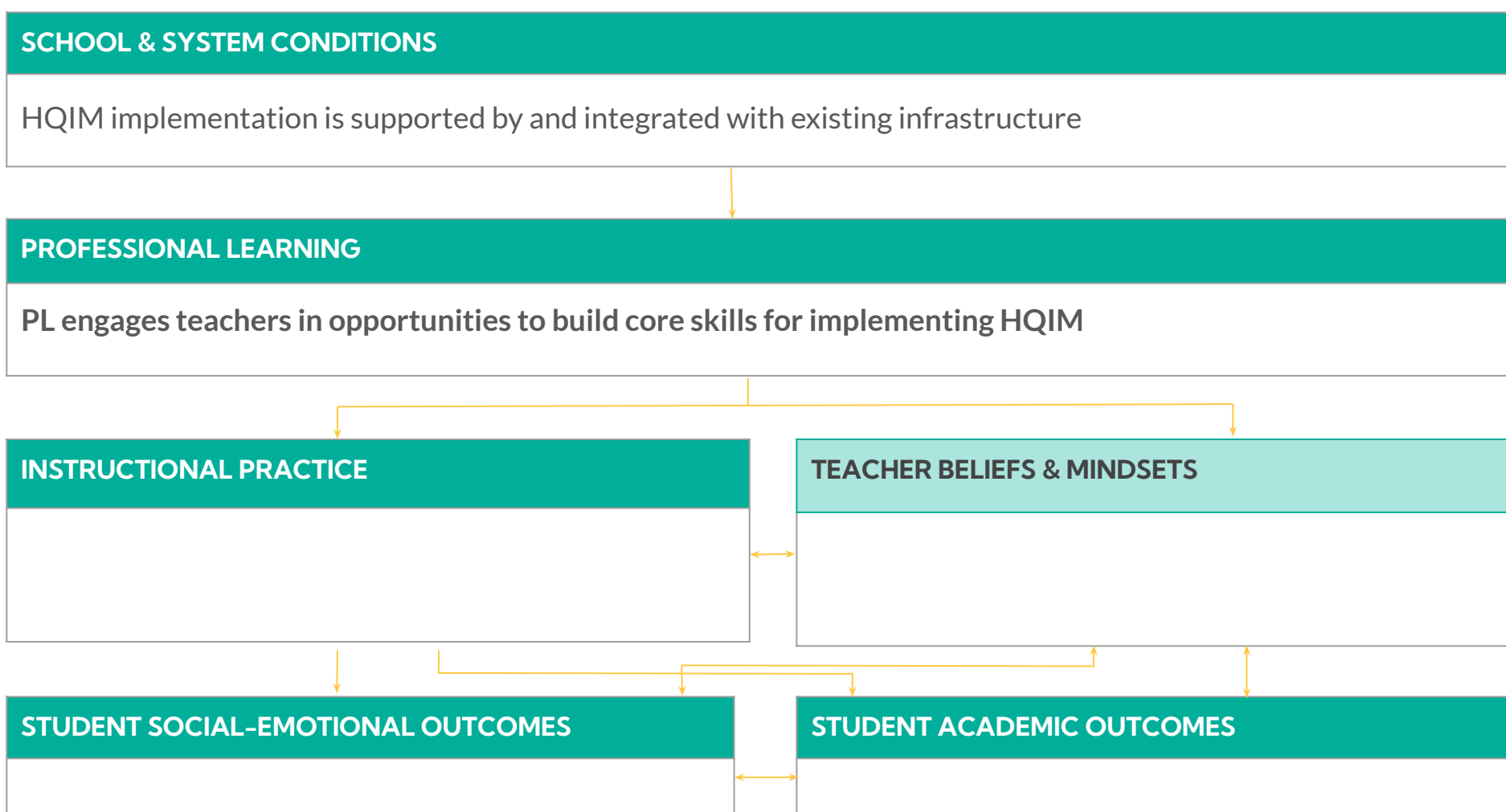
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- B. Foundational structures for equitable HQIM adoption and implementation are in place (time for PL, access to HQIM materials, messaging, ongoing monitoring, etc.)

PROFESSIONAL LEARNING: PL engages teachers in opportunities to build core skills for implementing HQIM

- A. PL provides opportunities for guided practice, reflection, and feedback with adapting HQIM
- B. Teachers perceive PL to be relevant to their individual needs
- C. Teachers perceive PL to be helpful for improving their ability to adapt HQIM

INSTRUCTIONAL PRACTICE: Teachers implement HQIM with integrity while adapting to their students' needs and identities

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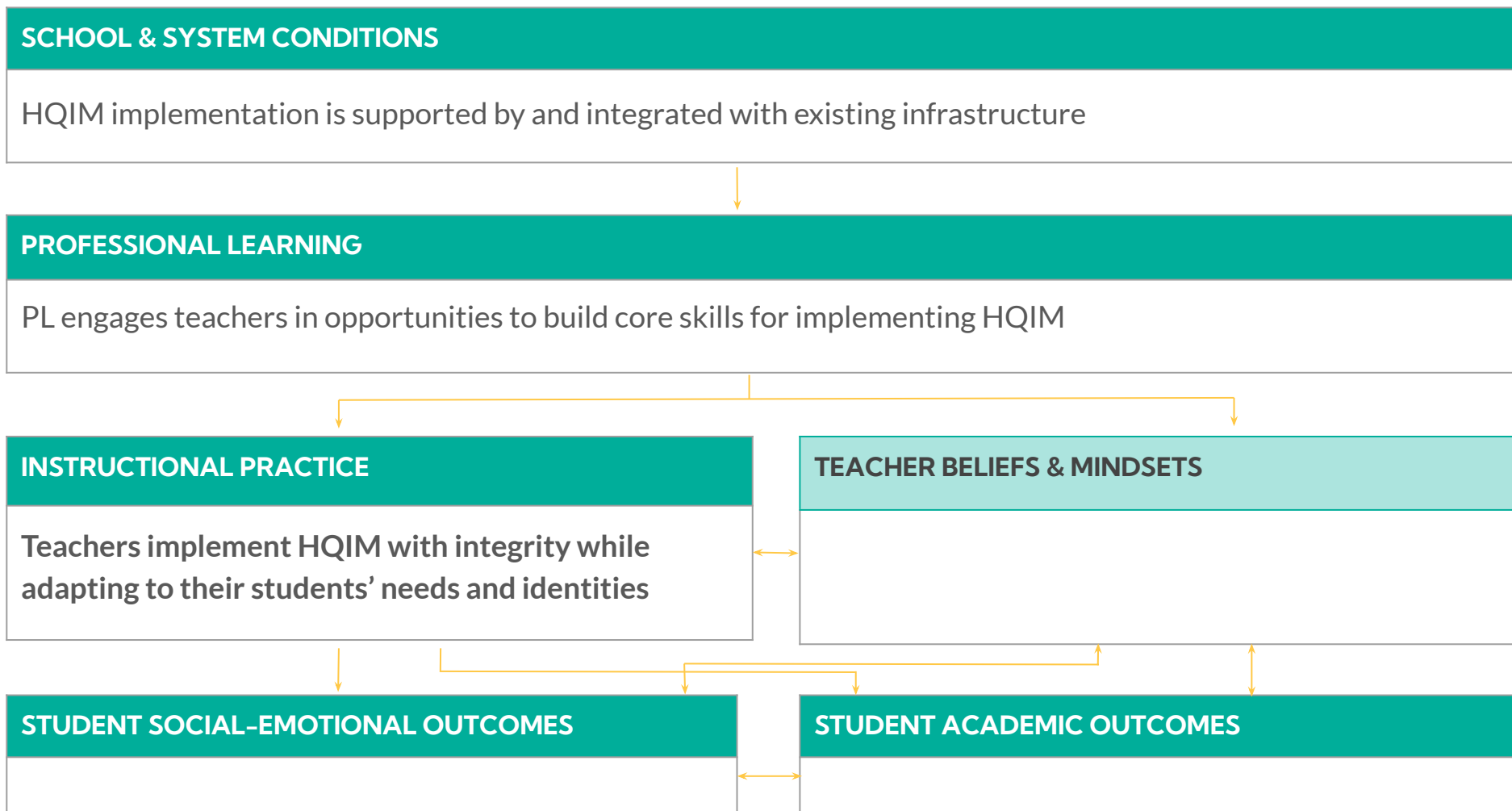
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- A. Teachers maintain integrity to core components of HQIM for all students*
- B. Implementation of HQIM is adapted for student learning needs*
- C. HQIM is adapted to be culturally and linguistically responsive and affirming*

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- B. Believe in the importance and value of culturally and linguistically affirming instruction*

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STUDENT SOCIAL-EMOTIONAL OUTCOMES: Students have positive learning experiences

- A. Belonging as part of classroom community
- B. Feeling affirmed in identity

STUDENT ACADEMIC OUTCOMES: Students master grade-level content

- A. Engaging deeply with content
- B. Meeting grade-level proficiency standards*

Phase 1.2–1.4: Building a coherent & practical toolkit

Collection Method	Constructs Measured	Number of Items
School Leader Survey	School & System Conditions	9
Teacher Survey	School & System Conditions Professional Learning	12
Teacher Pulse Check	Professional Learning	3
PL Observation	Professional Learning	13
Classroom Observation	Instructional Practice Student Outcomes: Engagement	10
Student Survey	Student Outcomes	11

Phase 2. Implementation Pilot



We are working across our network to pilot our measurement model in different contexts.

Data Collection

- Implementing the toolkit in 6 district sites
- Common tools and implementation guidelines
- Pooling data in shared data repository

Data Analysis

- Checking data quality
- Comparing patterns within and across sites
- Evaluate linkages between constructs

Measuring ELA Curriculum Shifts: UnboundEd

- UBE is always on the lookout for existing validated measures to better measure and communicate the effectiveness of our services
 - Opportunities to use existing, psychometrically sound tools rather than internally building and validating from scratch
 - Districts partners want more systematic ways to understand ROI and communicate to key careholders
- The power of the collective data can unlock new learnings for the sector
 - The data repository will allow sharing and learning from peer orgs and articulating the collective difference
 - Can engage in field building via consensus
- There are additional avenues to push this work forward:
 - Engage in similar work for Math
 - Use these tools for other projects similar to the pilot / with other district partners

Measuring ELA Curriculum Shifts: Rhode Island Team

- We facilitate a **professional learning network**, including six Rhode Island districts implementing new high-quality instructional materials.
- Districts were having **challenges developing measurement tools** for progress monitoring.
- We **mapped districts' unique goals** onto instruments from the toolkit.
- The tools help us achieve **two goals**:
 - **Visibility** for district leaders
 - **Common data** for network districts

Use Cases

Which option best describes your current understanding of how the implementation of HQIM via PL is playing out in your context?

This is a key priority area and I really want to have an in-depth understanding of what's going on

I want to know what's going on and be able to tell if there are serious problems, but it's not a key priority area at the moment

Yes, there are specific improvement ideas in mind or already in place and I would like to track whether those changes are leading to actual improvement

No, I am not sure what the best course of action to make improvements is



Use the toolkit for **in-depth diagnosis** ▶



Use the toolkit for **ongoing monitoring** ▶

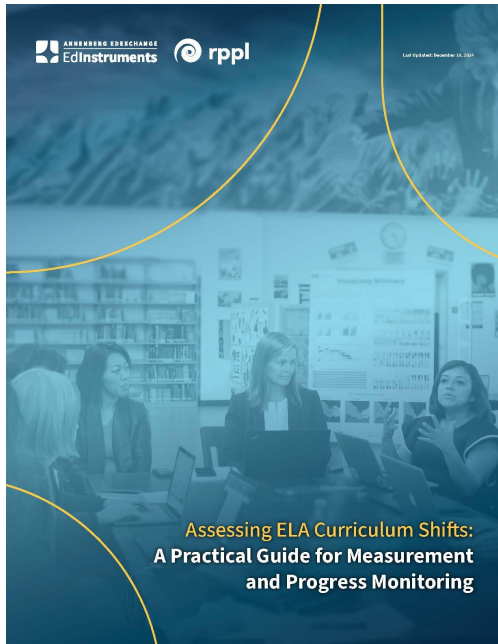


Use the toolkit to **facilitate cycles of improvement** ▶



Use the toolkit to **identify and leverage existing bright spots** ▶

Help us make this work better over time



A library of instruments for education research and school improvement

Better measures lead to better evidence creation. EdInstruments is an online library of measurement tools and guidance resources to support data collection in schools and districts.

[Find your instrument](#)



Breakout Discussions

In breakout rooms, reflect on the following prompts and discuss:

1. What works for you here - and how would it fit with what you are doing?
2. What challenges do you anticipate in integrating these measurement practices?
3. What supports would you need to implement this model in your work?



Reflections + Q&A

Feel free to ask a question in the chat!

Thank you for joining us today!



Let us know how we did by taking our survey!



Interested in joining the RPPL network?

- **Researchers:** If you have experience in PL research aligned with [RPPL's Learning Agenda](#), apply to be a RPPL Research Affiliate!
- **Organizations:** Apply to join us in strengthening PL program design, results, and efficacy.
- Visit our page rpplpartnership.org/how-to-join/ and apply by 3/7!



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Research Partnership
for Professional Learning



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